Churchstanton Primary School

Feedback Policy

Approved by the Board of Governors of Churchstanton Primary School:

Chair of Governors ……………………………………….

Date: February 27th 2019

Proposed review date: September 2019

'Feedback is one of the most powerful influences on learning and achievement.' Hattie & Timperley 2007

Feedback has the power to impact both positively and negatively on pupil performance.

Aims
At Churchstanton Primary School we aim to:
- provide a clear and consistent approach to feedback across the school
- use feedback to inform planning, be diagnostic and enhance children's learning
- feedback positively to build children's self-esteem and confidence
- develop children's skills in self-assessment encouraging them to become reflective learners and evaluate their own learning
- provide constructive steps to ensure progress for every pupil

Effective feedback should:
- inform children of their achievements and identify the next steps in their learning
- support pupil confidence and self-esteem, contributing to accelerated learning
- show work is valued
- demonstrate appreciation of children's effort
- support teachers' knowledge to inform future planning for learning
- evaluate and assess children's learning

Teacher's Role
- blue or black pens will be used to mark work
- as far as possible, feedback will be given at the point of learning or when a piece of work is completed
- feedback is related to shared learning objectives, success criteria and/or individual targets
- from year 2 'Next Steps' stamps and where appropriate identify the next step for children's learning
- wherever possible time will be spent with the child to ensure they understand the comments and the next steps. In KS1 marking will often be in the form of oral feedback and a stamp is used to record where this has taken place
- teachers' writing to be neat, legible and reflect the handwriting policy
- work may be awarded stickers, stamps or house points in line with the school's system of rewards
- time will be allocated for children to respond to comments

Children's Role

- children should be encouraged to take an active role in evaluating their own learning before marking, taking into consideration shared learning objectives, previous comments or individual targets
- children should use time given to reflect on feedback and take the opportunity to amend, add, practise or respond to a question
- children are encouraged to develop editing skills to improve and polish their work
- Peer Assessment - Children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points of improvement. Post-its or verbal feedback is used; only the child should write in their own book
- self-assess their own learning using a variety of strategies including: traffic lights, thumbs up/down, fist to five etc.

Feedback/Marking Strategies

Summative marking – usually consists of ticks and dots and is appropriate for closed tasks or exercises

Secretarial marking - of spelling, punctuation grammar etc. should not be applied to every piece of work. Children cannot effectively focus on too many things at once. Notes are made in the margin using margin codes at KS2 for child to find error and correct.

Focused marking - should concentrate entirely on the success criteria of the task. The emphasis should be on the success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Use of pink and green highlighters:
Pink – "think"
Green – "I like what I've seen"

Highlighters are usually used for Hot Task marking but may be suitable for shorter pieces of work.

Toolkits
Toolkits are used for longer pieces of Literacy (or literacy related) work. These don't need to be differentiated as that would put a ceiling on what the children can achieve in a session. A challenge should be included for more able children to aspire to.

Example of a toolkit

Checked by me	Yr 5 Toolkit for writing an argument text	Checked by the teacher
	Have I used clear paragraphs?	
	Do I have an introduction and a conclusion?	
	Have I shown both sides of the argument?	
	Have I used interesting conjunctions and time connectives to make my writing flow?	
	Have I made sure not to use first person?	
	Have I included modal verbs?	
	Have I included some facts in my text?	
	Have I checked my punctuation? Capital letter, full stops etc	
	Can I improve my spelling using spelling rules or a dictionary?	
	Have I up-levelled my work to make my writing more interesting?	
	Can I improve my word choices using a thesaurus?	

The marking policy needs to be adhered to for all books although toolkits and next steps may not always be applicable.

Marking & Feedback Codes

The following codes in the margin may be used.

S – Supported
I – Independent
C – Copied

Marking Codes:

G   Grammar
P   Punctuation error in that line
Sp   Corrected spelling identified at end of piece of work. Child to copy out 3 times
?   This doesn't make sense
^   An omission
//   New paragraph
Vf/   Verbal comment to child
    ☺ You met the learning objective

Numeracy

√   Correct
- Incorrect, try again
- √ A completed correction

Correction Procedures

- Editing will be completed underneath or nearby to work
- Rubbers will not be used for editing unless directed by the teacher
- Errors will be neatly crossed out with a pencil
- Incorrect spellings should be written out 3 times

Marking should be initialled by anyone marking other than the class teacher.